# W C SULLIVAN MIDDLE 1825 Eden Terrace Rock Hill. SC 29730 6-8 Middle School GRADES ENROLLMENT 1,100 Students Dr. Robert R. Heath 803-981-1450 PRINCIPAL SUPERINTENDENT Dr. Randy Bridges 803-981-1000 Kathy Pender 803-980-5512 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: GOOD Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 21 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: ND This school met 17 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

**Our School** 

**Mathematics** 

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

English/Language Arts

Middle Schools with Students like Ours

English/Language Arts

**Mathematics** 

**Definition of Critical Terms** Very high score; very well prepared to work at next grade level; Advanced exceeded expectations **Proficient** Well prepared to work at next grade level; met expectations Met standards; minimally prepared, can go to next grade level Basic Did not meet standards; must have an academic assistance plan; **Below Basic** the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

		Teachers	Students	Parents
Number of surveys returned		40	290	109
Percent satisfied with learning environment	onment	100.0%	73.8%	70.1%
Percent satisfied with social and phy	sical environment	97.5%	78.5%	57.1%
Percent satisfied with home-school r	elations	89.7%	80.3%	68.5%

PACT PERFORMANCE	E BY GR	OUP						
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	EMO	94, 0/0	0/08	0/0	/		0/0/6/	cient ance
All students	1,093	98.5	<b>E</b> r 29.3	iglish/Lar 42.4	iguage Ar 23.5	rts 4.9	28.3	17.6
Gender	1,093	90.0	29.3	42.4	23.3	4.9	20.3	17.0
Male	560	97.9	34.3	40.7	20.7	4.3	25.0	17.6
Female	533	99.2	24.2	44.1	26.3	5.4	31.7	17.6
Racial/Ethnic Group	000	00.2		1111	20.0	0.1	01.1	11.0
White	642	99.5	15.6	44.8	32.6	7.0	39.6	17.6
African-American	358	96.4	51.9	38.5	7.9	1.7	9.6	17.6
Asian/Pacific Islander	29	100.0	29.6	40.7	25.9	3.7	29.6	17.6
Hispanic	56	100.0	56.9	37.3	5.9	N/A	5.9	17.6
American Indian/Alaskan	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	955	99.4	24.3	44.1	26.1	5.5	31.6	17.6
Disabled	138	92.8	68.2	29.1	2.7	N/A	2.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,093	98.5	29.1	42.4	23.5	4.9	28.4	17.6
English Proficiency								
Limited English proficient	28	100.0	96.0	4.0	N/A	N/A	N/A	17.6
Non-limited English proficient	1,065	98.5	27.3	43.5	24.1	5.0	29.1	17.6
Socio-Economic Status								
Subsidized meals	390	97.4	53.4	35.8	10.2	0.6	10.9	17.6
Full-pay meals	703	99.1	17.5	45.6	30.0	6.9	36.9	17.6
				Mathe	matics			
All students	1,093	99.0	24.1	38.0	20.8	17.0	37.9	15.5
Gender	1,000							
Male	560	98.4	24.2	35.7	21.5	18.6	40.1	15.5
Female	533	99.6	24.1	40.2	20.2	15.5	35.7	15.5
Racial/Ethnic Group								
White	642	99.8	12.0	36.1	26.9	24.9	51.9	15.5
African-American	358	97.5	45.7	42.0	9.9	2.4	12.3	15.5
Asian/Pacific Islander	29	100.0	18.5	40.7	18.5	22.2	40.7	15.5
Hispanic	56	98.2	46.0	32.0	14.0	8.0	22.0	15.5
American Indian/Alaskan	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	955	99.6	20.3	38.4	22.4	19.0	41.3	15.5
Disabled	138	94.9	54.5	34.5	9.1	1.8	10.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,093	99.0	24.1	37.9	20.9	17.1	38.0	15.5
English Proficiency								
Limited English proficient	28	100.0	80.0	20.0	N/A	N/A	N/A	15.5
Non-limited English proficient	1,065	99.0	22.7	38.3	21.4	17.5	39.0	15.5
Socio-Economic Status								
Subsidized meals	390	97.9	46.2	37.3	11.8	4.8	16.6	15.5
Full-pay meals	703	99.6	13.5	38.2	25.3	23.0	48.3	15.5

### PACT PERFORMANCE BY GRADE LEVEL

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				M	athematic	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	308	N/A	20.5	38.6	21.5	19.5	40.9
	Grade 7	334	N/A	32.7	32.1	17.3	17.9	35.2
•	Grade 8	313	N/A	31.6	40.9	16.6	11.0	27.6
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	394	98.7	23.7	31.0	23.4	22.0	45.4
	Grade 7	353	99.4	23.1	36.7	19.5	20.8	40.3
	Grade 8	346	98.8	25.8	47.4	19.3	7.5	26.8

## SCHOOL PROFILE

o	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,100)				
Students enrolled in high school credit courses (grades 7 & 8)	18.8%	Up from 16.4%	22.5%	14.4%
Retention rate	2.8%	Up from 2.0%	2.1%	2.3%
Attendance rate Eligible for gifted and talented	96.1%	Up from 96.0%	95.6%	95.2%
	11.9%	Up from 10.9%	20.8%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	11.9%	Up from 11.7%	11.9%	14.1%
	3.5%	Up from 3.1%	3.2%	4.9%
Suspended or expelled	10.8%	Up from 4.6%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees Continuing contract teachers	61.3%	Up from 58.7%	50.0%	47.1%
	87.1%	Up from 82.5%	83.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.1%	Up from 80.6%	86.8%	84.3%
Teacher attendance rate Average teacher salary	N/R	N/R	95.9%	95.0%
	\$43,661	Up 3.0%	\$40,799	\$39,924
Prof. development days/teacher	5.4 days	Down from 7.6 days	10.2 days	10.7 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	3.0
Student-teacher ratio	25.8 to 1	Up from 24.5 to 1	23.0 to 1	21.0 to 1
Prime instructional time	N/R	N/R	90.1%	88.9%
Dollars spent per pupil*	\$4,893	Down 1.3%	\$5,304	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	67.4%	Up from 64.9%	63.4%	62.0%
	Excellent	No change	Good	Good
Parents attending conferences SACS accreditation	62.0%	Down from 68.1%	95.1%	94.8%
	no	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sullivan Middle School has enjoyed another productive year in 2002-03. While our enrollment continues to increase, our budgets continue to shrink. While this presents challenges, we remain committed to continuously improving our efforts on behalf of our students and community.

Sullivan was recognized by the SC Association of School Administrators as a second-generation SC School of Promise. Sullivan has been chosen as a 2003 SC Healthy Schools Award-Winning School in the highest winners category. 37 eighth graders were South Carolina Junior Scholars, scoring higher than the average 11th grader on the PSAT. The SMS Math Counts team repeated as winners in Regional competition. The wrestling team repeated as winners of the conference wrestling title for the second. The girls' track team took Regional competition top honors this year. Our 1st major theater arts musical, "Guys & Dolls, Jr." received rave reviews, and our music programs all received top honors at numerous music competitions.

We completed a 2nd successful year as a Professional Development School in collaboration with Winthrop University. Through this commitment, we contribute to the training of future teachers and benefit through access to Winthrop resources. Our efforts help to continuously enhance the level of professionalism of the SMS faculty and staff.

Our PTO continued its efforts in improving Sullivan through the creation of an award-winning Carolina Fence Garden. Team 8-3 and members of the PTO developed the garden in the A/B courtyard.

Our School Improvement Council has consistently asked for improvements in the safety of the school and improvements in facilities to enhance instruction. These requests are now bearing fruit, as bids have recently been awarded for several construction/renovation projects at Sullivan. Last summer the gym was air conditioned, improving our ability to secure the building during hot days. Before school was out, preliminary work was begun in science labs, which will all be state-of-art by school's opening in the fall. In June, construction began on the improved office/entry area, which will greatly enhance the security of the building and improve the efficiency of office operations. This construction will be completed around Christmas, 2003. In the meantime, the office staff has been moved to temporary quarters in the auditorium. In addition, Sullivan and RHSD3 have collaborated with the City of Rock Hill to upgrade the school's tennis courts to a 1st class facility to be available to the entire community. This work began in August, 2003.

Dr. Robert R. Heath, Principal

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.